



Enriching writing through technology - BLC13

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Workshop Strands

- Using technology to support and enrich the writing process.
- Employing a plethora of rich and evocative texts to stimulate ideas and model exemplary writing.
- Spotlighting at the word and sentence level to improve writing.
- Focusing on the act of writing in a range of forms.
- Using self and peer editing with teacher support and *feed-forward*.

GOOD WRITING IS
HARD WORK!

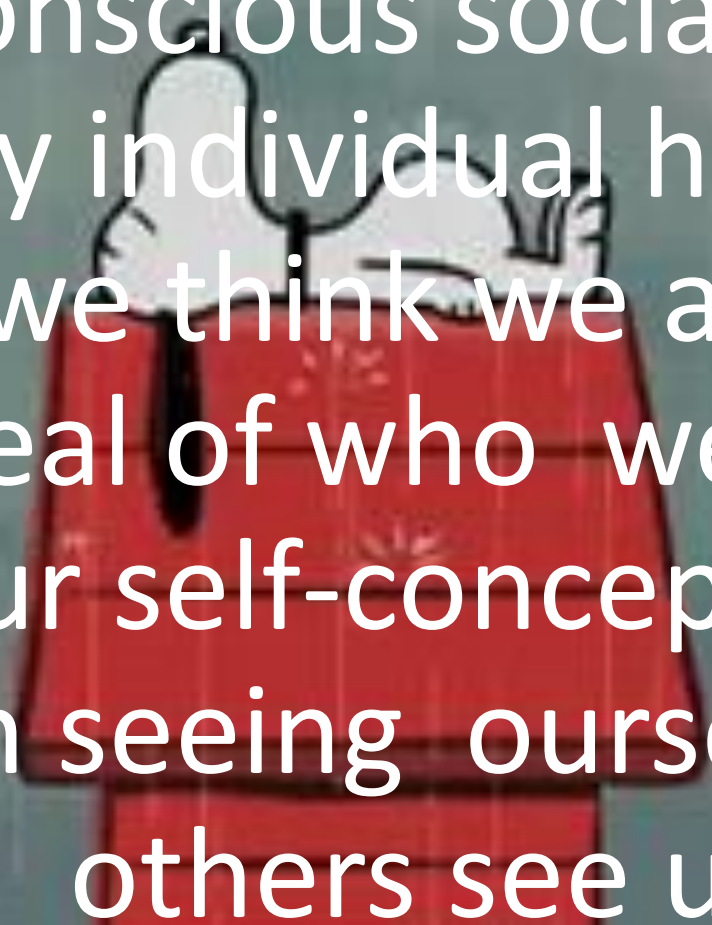


Art of Writing

Writing is a craft that can be learned and transformed to become artistry!



The Looking glass self:
According to Cooley, the self is
the conscious social identity
that any individual has. We are
who we think we are, but a
good deal of who we think we
are—our self-concept—derives
from seeing ourselves as
others see us.

A cartoon character with a white face, black hair, and round black-rimmed glasses. He is wearing a bright red, long-sleeved shirt. He is looking into a mirror, and his reflection is visible in the mirror's surface. The background is a soft-focus outdoor scene with green grass and a blue sky.

Haptics

- The act of writing is a complex cognitive process relying on intricate perceptual sensorimotor combinations.
- The physical action of forming letters while writing by hand is important in helping the brain to remember the letters that are written.
- Mangen and Velay 2012



Technology

- **Confidence:** Students need to feel supported and confident if they are to write well.
- **Inspiration:** The web is an endless source of rich texts, photographs and images, ideas and music.
- **Planning:** Students can use technology to create graphic organizers to shape and plan the ideas.



Technology

- **Craft to artistry:** Find more sophisticated words, check spelling and listen to their writing to discover the clunks.
- **Creativity:** Technology provides students with a plethora of engaging and exciting ways to publish their writing.
- **Refinement, collaboration and reflection:** Students can use technology for self and peer editing, and evaluation to refine their writing – assessment *as* learning. *Feed-forward* can be delivered through technology.



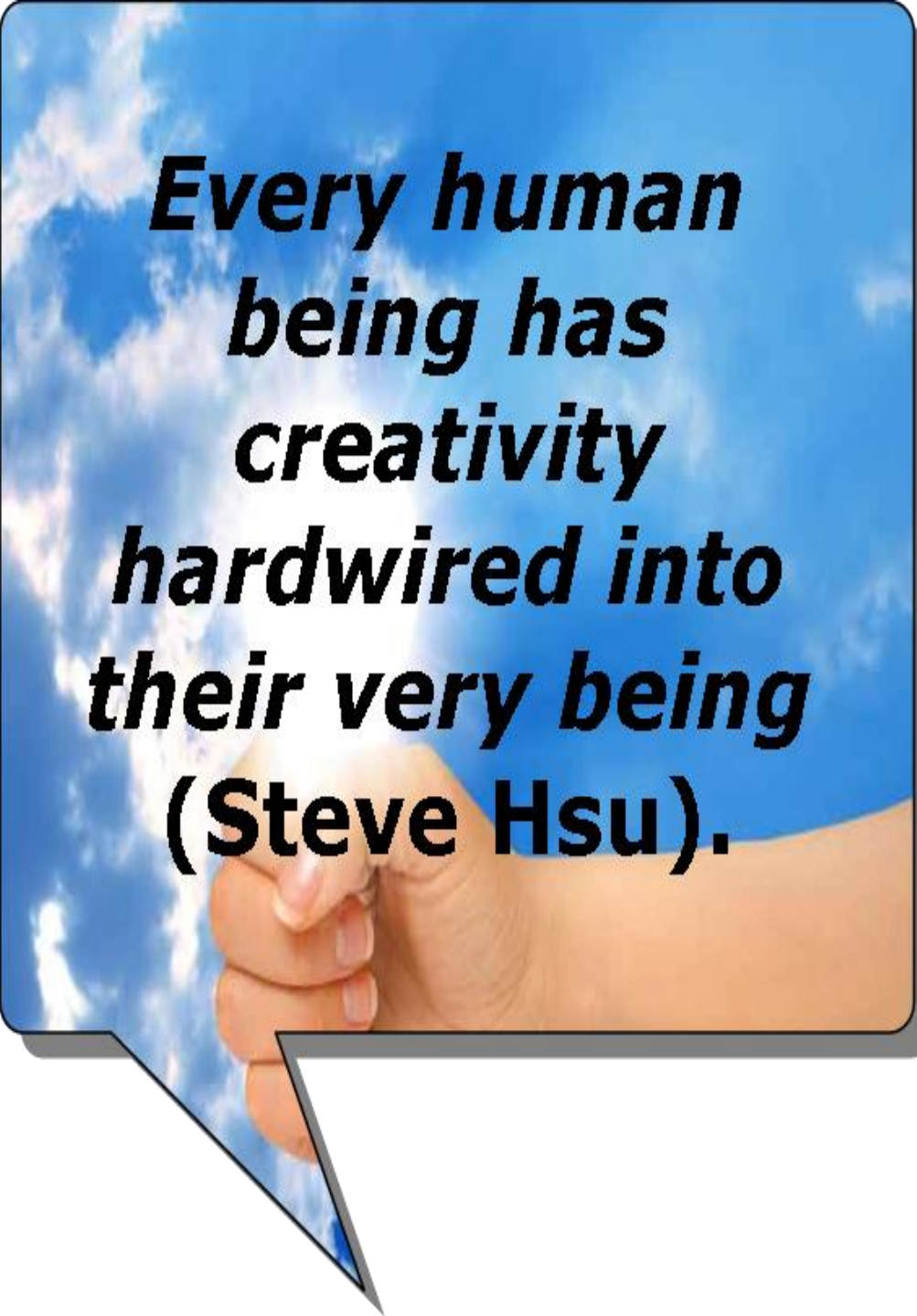
The Research

- Barab et al (2001), Shaffer (2006) and Gee (2007): Creating using technology encourages students to be creative, autonomous, and cognitively flexible risk takers.
- Westwell (2009): Creativity flourishes when connected to what is already known.
- Visuals promote a student's ability to organise and process information (McKendrick & Bowden, 1999), and challenge students to think on levels that require higher order thinking skills (Smith & Blankinship, 2000).



Creativity

- **Fluency** - generating many ideas
- **Flexibility** - shifting perspective easily
- **Originality** - conceiving something new
- **Purpose** - vision
- **Audience** - context
- **Elaboration** - building on other ideas
- **Evaluation** - critical reflection
- **Transformation** – building on the learning

A hand with the index finger pointing upwards, set against a background of a bright blue sky with scattered white clouds. The hand is positioned in the lower right corner of the frame, with the index finger pointing towards the top center. The entire image is enclosed in a rounded rectangular border with a slight drop shadow.

Every human being has creativity hardwired into their very being (Steve Hsu).

Writing Steps

- Generation and selection of ideas for writing
- Development and organisation of ideas in writing
- Review, revision and editing of writing and representation
- Evaluating and reflecting





Writing Demands

- Compose a 12-word narrative about a special place
- When you close your eyes, what images come to mind?
- What sounds?
- A metaphor?



Learning first; technology as a tool!



- What do the students need to learn?
- Why does it matter?
- What do they already know?
- What do I want the students to do or produce to demonstrate their learning and understanding?
- How will they get there?
- How can technology be a powerful tool?
- How well do I expect them to do it?

Technology's potential

- How you feel about technology's propensity to enhance writing?



**Inspiration and generation of
ideas**

Confidence

- Creativity is innate
- *'Just get black on white'* (Robert Gray, 2011).
- Beginning with observations, chunks of writing, little moments...
Jottings: Journal, notepad, iPhone or wiki/blog
- Focus on the sound, look and feel of the words.
- Explicitly teach grammar and vocabulary.

WHAT MATTERS MOST
IS HOW YOU SEE YOURSELF.

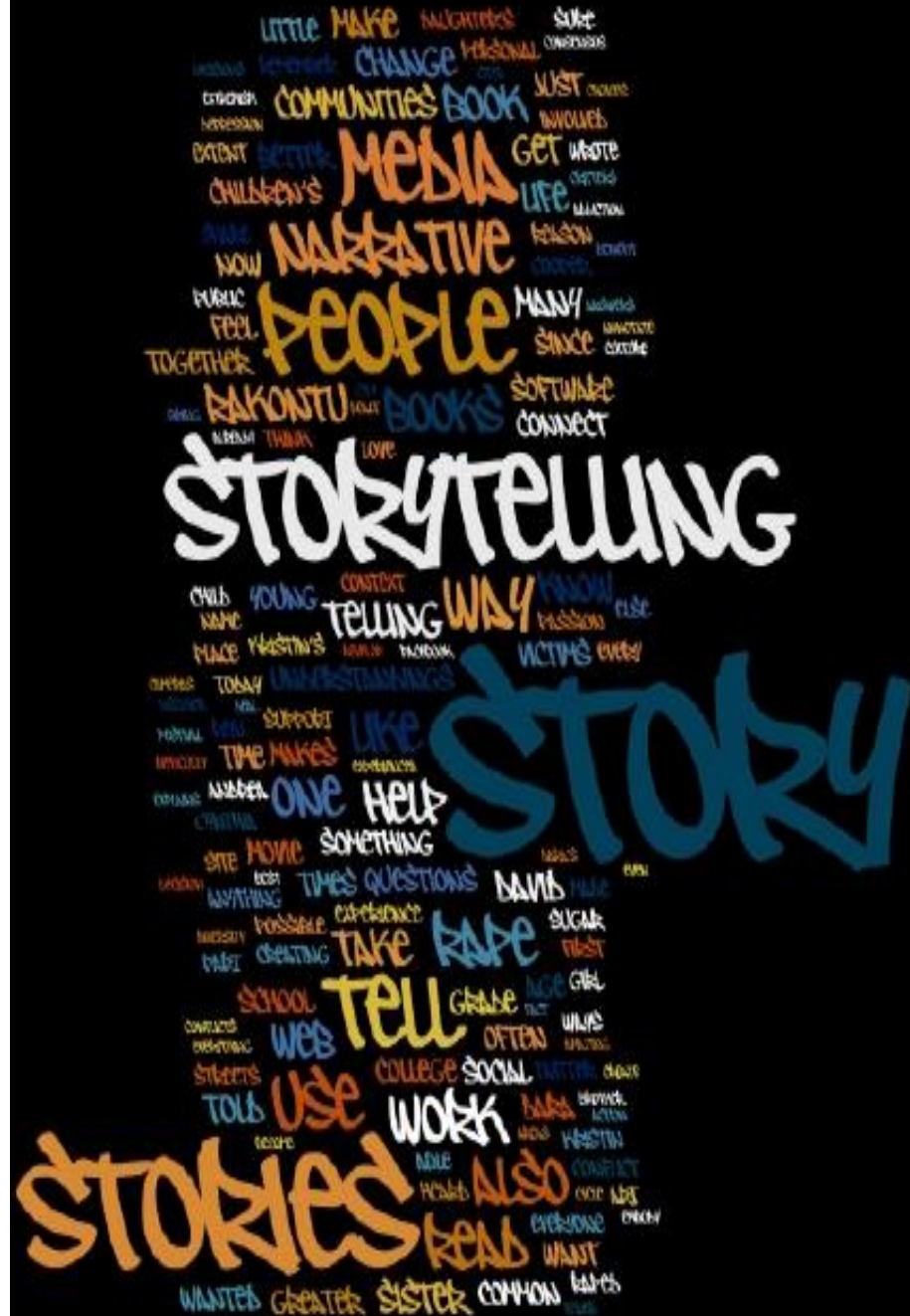


Planning



Planning

- **Graphic organizers -**
<http://www.spicynodes.org/>
- A word cloud to brainstorm ideas using:
 - **Wordle:** <http://www.wordle.net/>
- **Tagxedo:** <http://www.tagxedo.com/>
- **Graphic organizers -**
<http://www.eduplace.com/graphicorganizer/>
 - http://www.educationoasis.com/curriculum/graphic_organizers.htm
- **Freemind:**
<http://freemind.sourceforge.net/wiki/index.php/Download> - mind mapping
- **Spiderscribe -**
<http://www.spiderscribe.net/>



Craft to Artistry

The background of the slide is a reproduction of the painting 'The Starry Night' by J.M.W. Turner. The painting depicts a night scene with a dark, swirling sky filled with numerous stars and a large, bright, glowing sun or moon in the upper right. Below the sky, there are dark, rolling hills and a small town with a prominent church spire. The overall style is characterized by visible brushstrokes and a vibrant, somewhat turbulent color palette.

*'Nouns are the bones that give a sentence body.
But verbs are the muscles that make it go'*
Mervin Block.

Craft

- **Spotlighting:** the word and sentence level
 - Lexical density
 - Vocabulary
 - Grammar
- **Structure:**
 - Purpose and audience
 - Form
 - Syntax and paragraphing
 - Framing devices

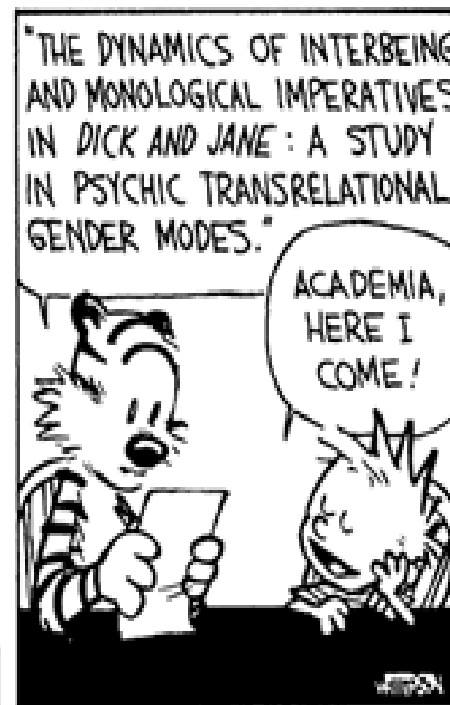
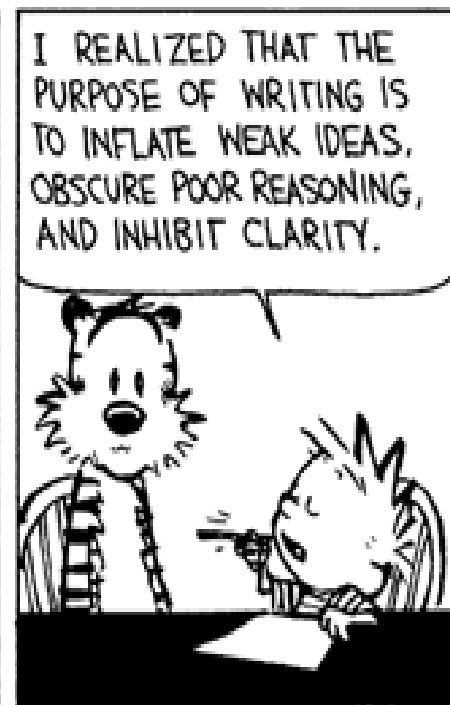
*"You can't depend on your eyes
if your imagination is out of focus."*

Mark Twain



Craft

‘Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge’
(Marilyn Jager Adams, 2009).



Craft

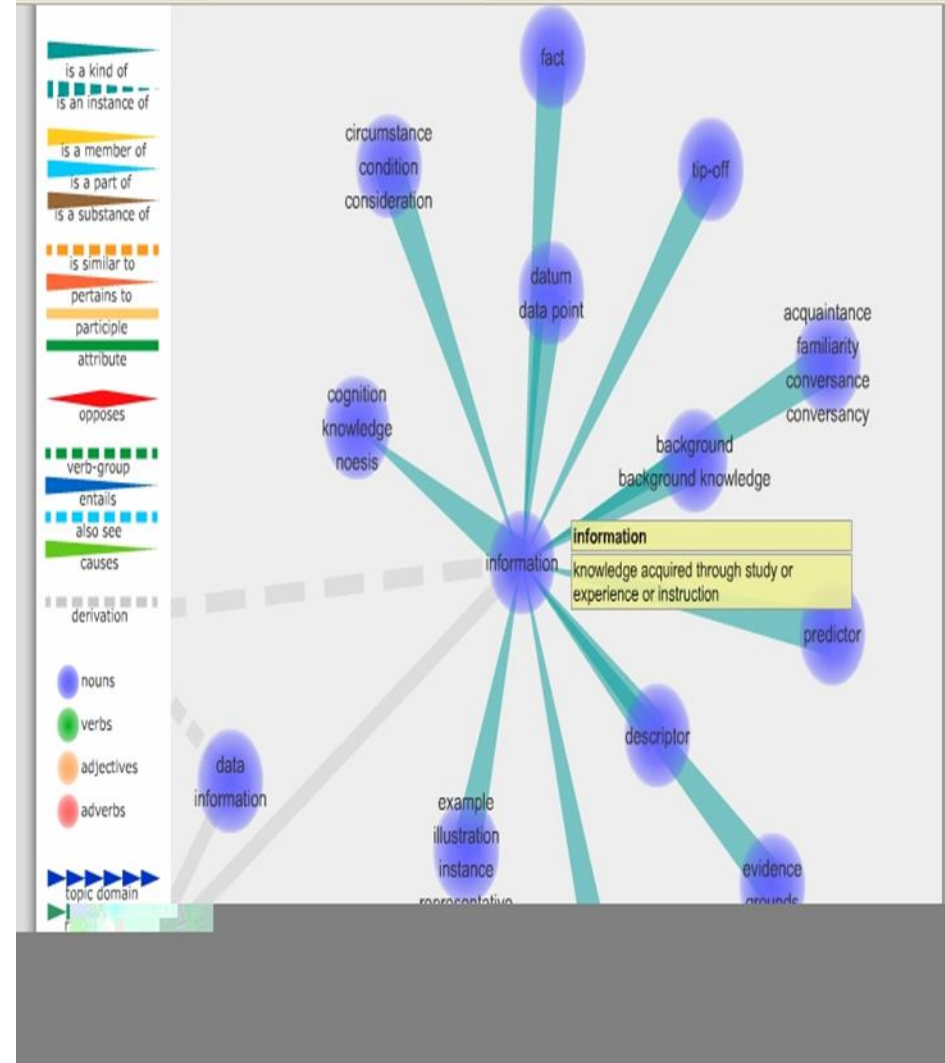
- Focussing on the sound, look and feel of the words
- Record writing and really listen!
- **Senses:**
 - **Sound:** Euphony, discordance...the vowels and consonants
 - **Sight:** Figurative devices
 - **Feeling:** Nuances



Beyond the door, the discordant duet climaxes in a bestial fury. Insults fly with sharpened points and are blunted by the cloaks of hate that smother his parents. Two strands collide and stagger back in an explosion of passion, endlessly seeking to devour the other. No knot serves to unify them. No oaths or bonds or declarations of love lubricate the mechanism. Steel on steel, fire on fire; nothing to stand and calm the tempest. Once entangled in lover's passion, the two now dance with daggers drawn, a darker passion their new melody.

Vocabulary

- **Visuword:**
<http://www.visuwords.com/> - a beautiful online thesaurus to find more effective synonyms.
- <http://www.vocabulary.com/>



Grammar

- **Grammar Skills:**
<http://www.bbc.co.uk/skillswise/words/grammar/>
- **Grammar Ninja:**
<http://www.kwarp.com/portfolio/grammarninja.html>
- **Grammar Monster:**
<http://www.grammar-monster.com/index.html>
- **Cyber Grammar:**
<http://www.cybergrammar.co.uk/index.php>

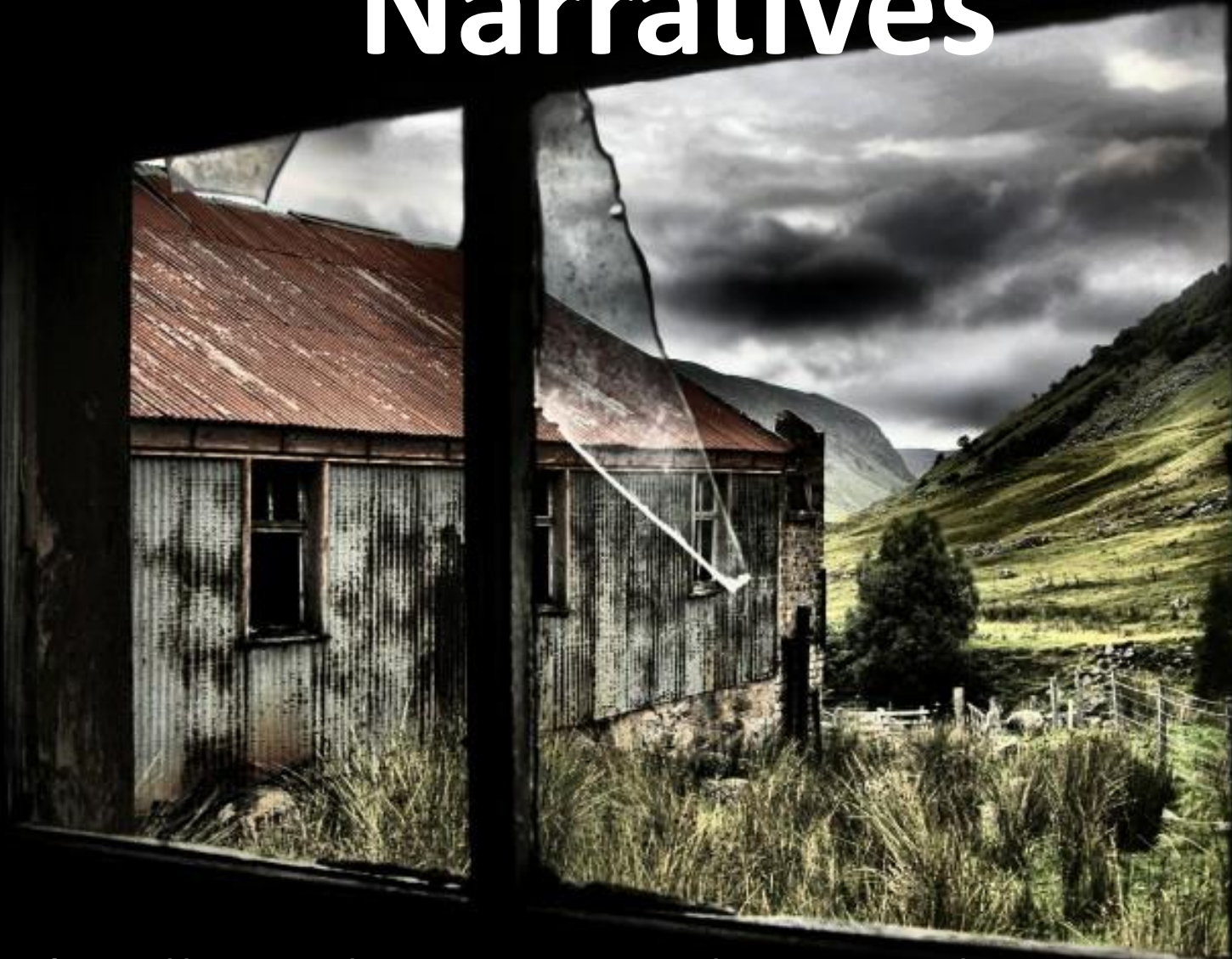


“My teacher isn’t qualified to teach spelling!
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.
She spells BFN ‘g-o-o-d-b-y-e’...”



Technology and Creating Texts

Narratives



'Don't tell me the moon is shining; show me the glint of light on broken glass' Anton Chekhov.

Narratives

‘Narrative writing conveys experience, either real or imaginary. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies.’





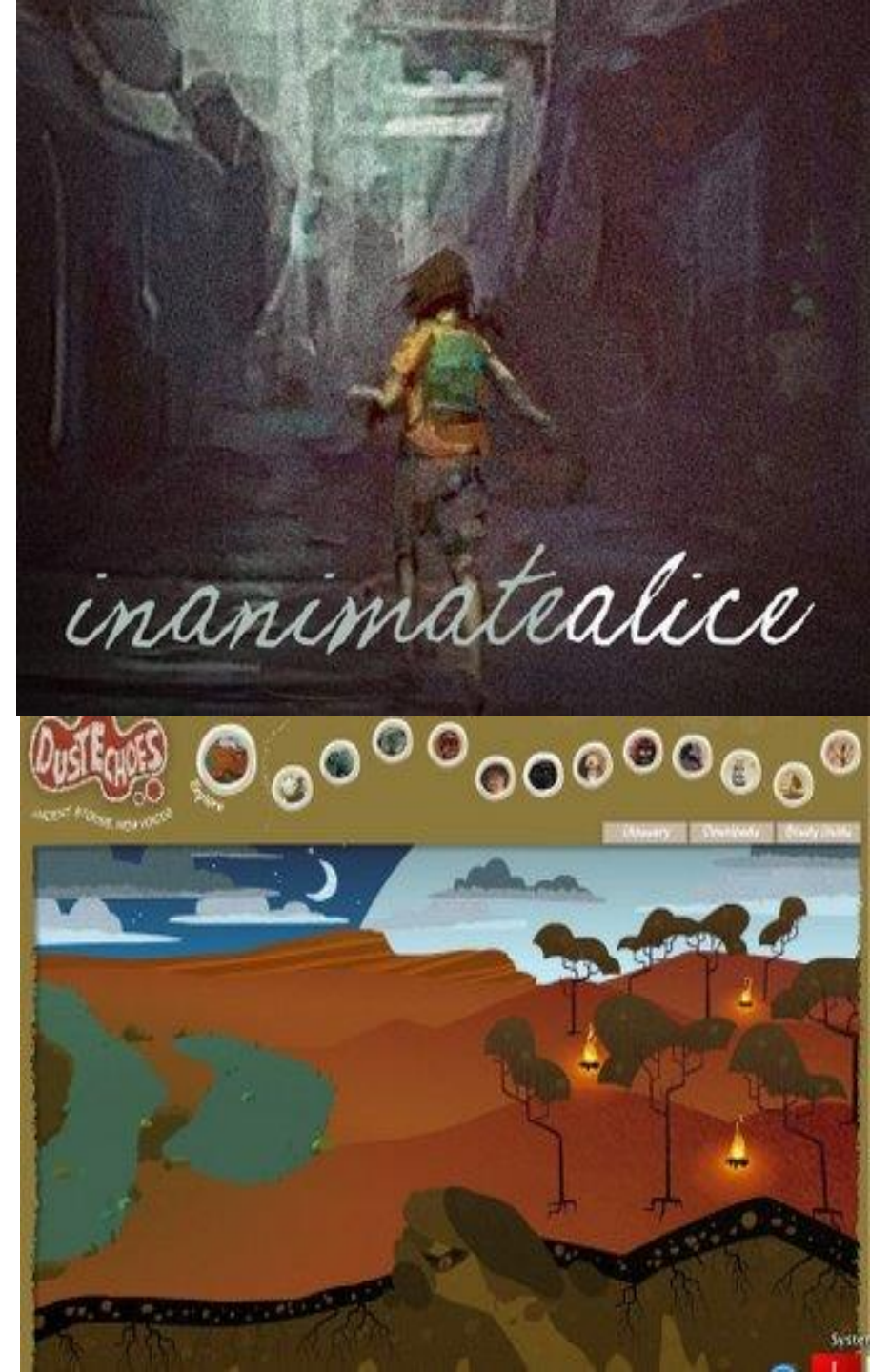
Strategies

- A sentence of the day that is based on different stimuli or has a different purpose posted to a class blog and judged each week by the students.
- 12-word narrative, a haiku or a 50-word recollection of a memory. Take away the vowel 'a' or 'e'.
- Get them to find images and music on the net that reflect the ideas of the narrative.
- Students could create a Worldle of verbs or create a Pecha Kucha -

<http://www.speakingaboutpresenting.com/content/fast-ignite-presentation/>; <http://www.pechakucha.org/>

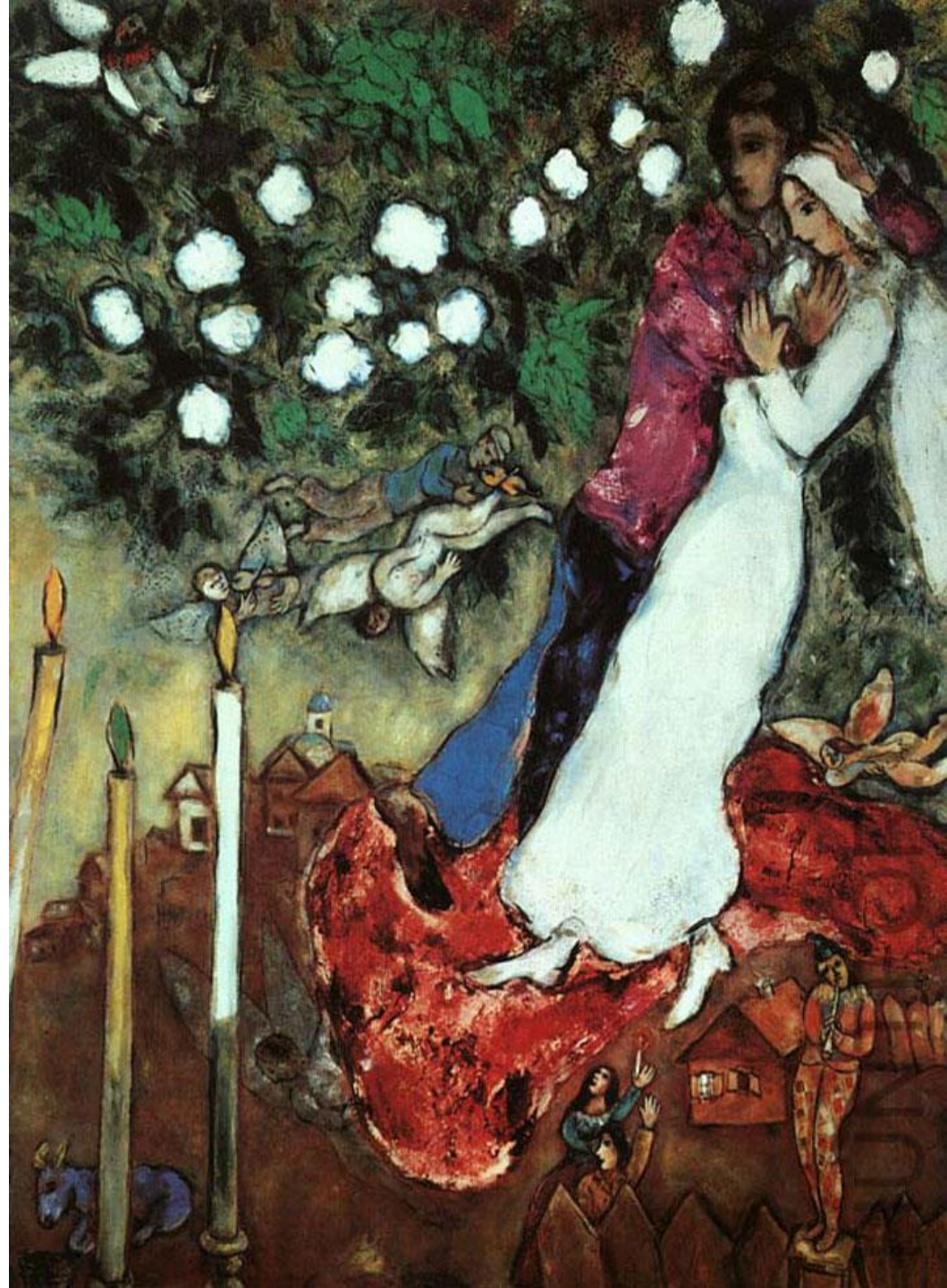
Rich Texts

- **Inanimate Alice:**
<http://www.inanimatealice.com/> - tells the story of Alice, a young girl growing up in the first half of the 21st century in China and Russia.
- **Dust Echoes:**
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations beautifully illustrated of Aboriginal myths.
- **Magic Keys:**
<http://www.magickeys.com/books/>: A plethora of multimedia stories for all ages.
- **The Shed:**
<http://www.literacyshed.com/the-other-cultures-shed.html>





- The art of the first and last lines! - <http://www.stylist.co.uk/life/the-best-100-opening-lines-from-books>
- The details
- Verbal cinema: They could open their narrative with an extreme close-up and then draw back to a medium shot, and so on.

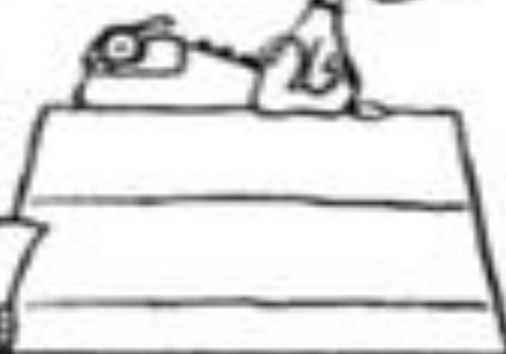


It was a
dark and
stormy night.



YOUR NEW
NOVEL HAS A
VERY EXCITING
BEGINNING..

THANK YOU



GOOD LUCK
WITH THE SECOND
SENTENCE!



Voice

- Writing from experience
- Conviction
- Word choice
- Dialogue
- Accessing literature that features evocative voices - especially audio texts.
E.g. To Kill a Mocking Bird, Huckleberry Finn.



Colour the Writing

- **Synesthesia:**

- Color is attributed to sounds, odor to colors, sound to odors, etc.
- Bruno Schulz's *Street of the Crocodiles*: 'Adela would plunge the rooms into semidarkness by drawing down the linen blinds. All colors immediately fell an octave lower the room filled with shadows, as if it had sunk to the bottom of the sea and the light was reflected in mirrors of green water.'





- Narratives can be enriched and deepened when they begin with setting.
- Zoom into the setting and focus on the details.
- Movie Trailers
- Photographs





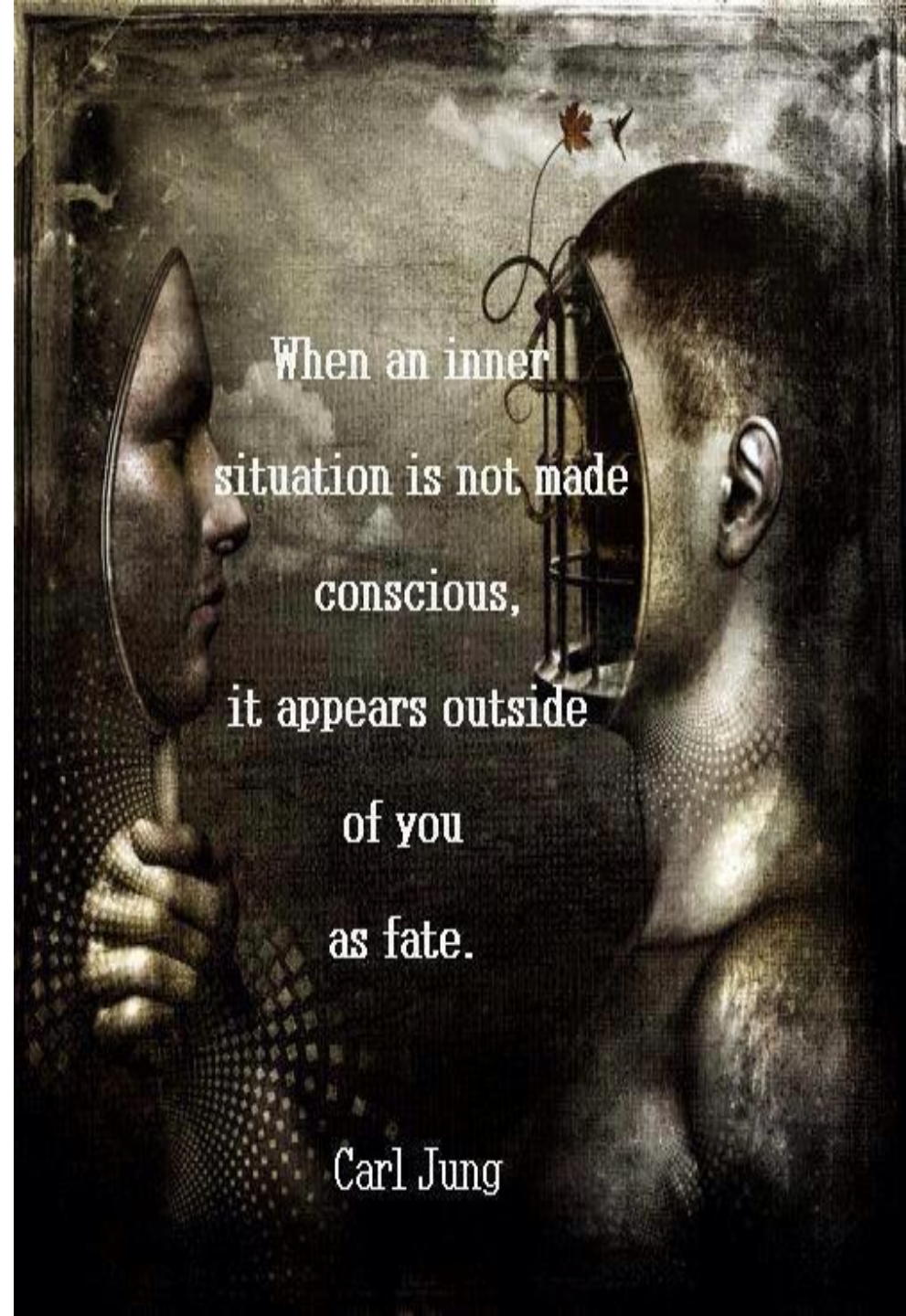







Form

- Cyclical
- Elliptical
- Flash back
- A fragment
- Intertextuality
- **Subtlety:**
 - Tension
 - Ambivalence
 - Pathetic fallacy



Ideas

- [Movie Trailers & animations](#)
- [Gaming worlds](#)
- Music - 
- [Vancouver](#) film school - <https://www.youtube.com/watch?v=o31rcOUPviw>
- [Speeches](#)
- YouTube clips
- Australian Screen: <http://aso.gov.au/titles/alpha/A/>
- <http://www.literacyshed.com/the-other-cultures-shed.html>



Ideas

- Write from experience... [family](#)
- Look into the mirror
- [Through my window](#)
- Talismans
- Photographs



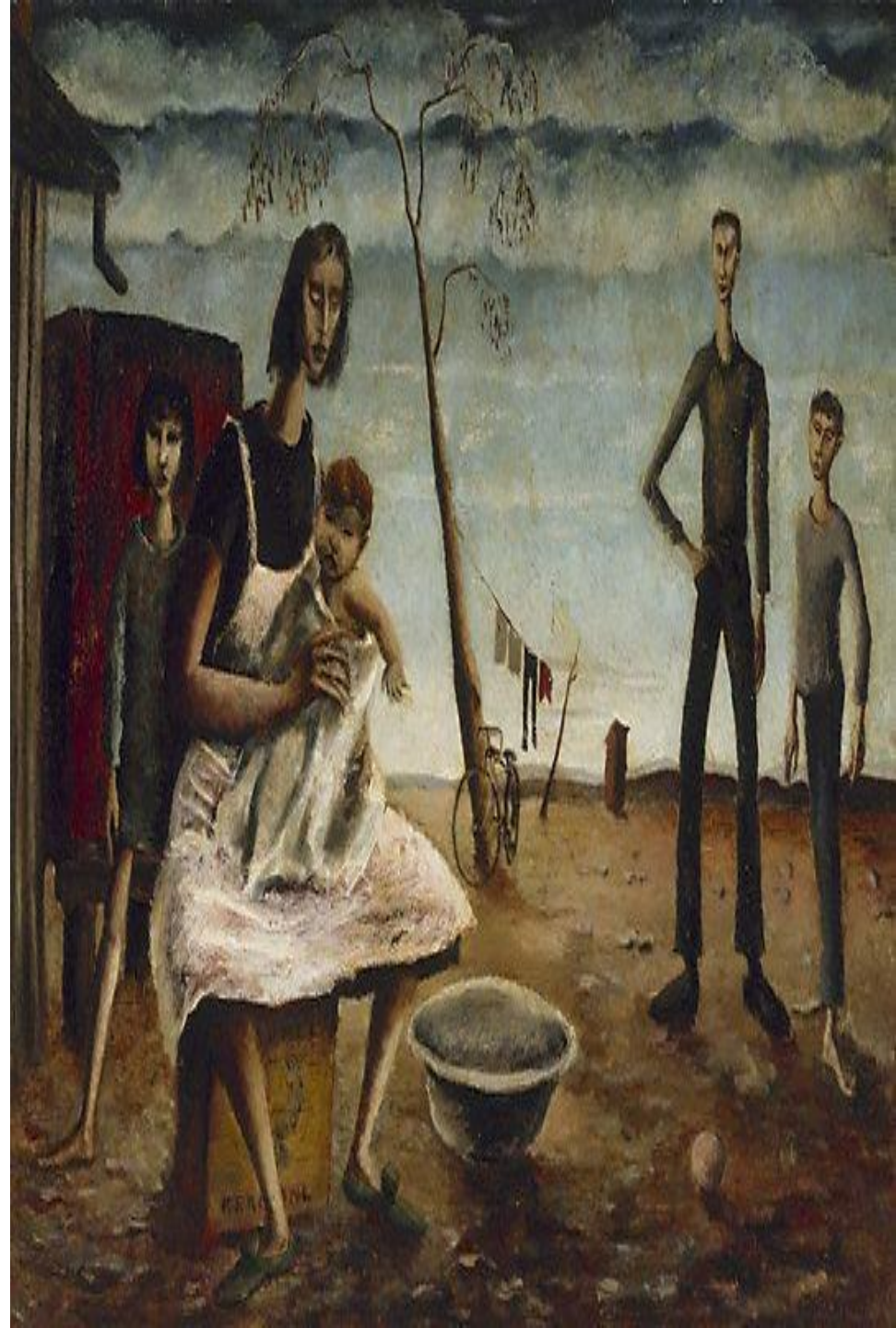






Characterization

- Idiosyncrasies
- Complexity
- Perspectives and values
- Back story
- How they move and act in the setting
- Dialogue and voice
- Relationships
- Actions and consequences



Characterization

- Rich texts
- Archibald portraits - <http://www.artgallery.nsw.gov.au/prizes/archibald/>
- Images from the net: <http://travel.nationalgeographic.com.au/travel/your-faces-of-the-world-photos/>
- Dialogue – Hot seating



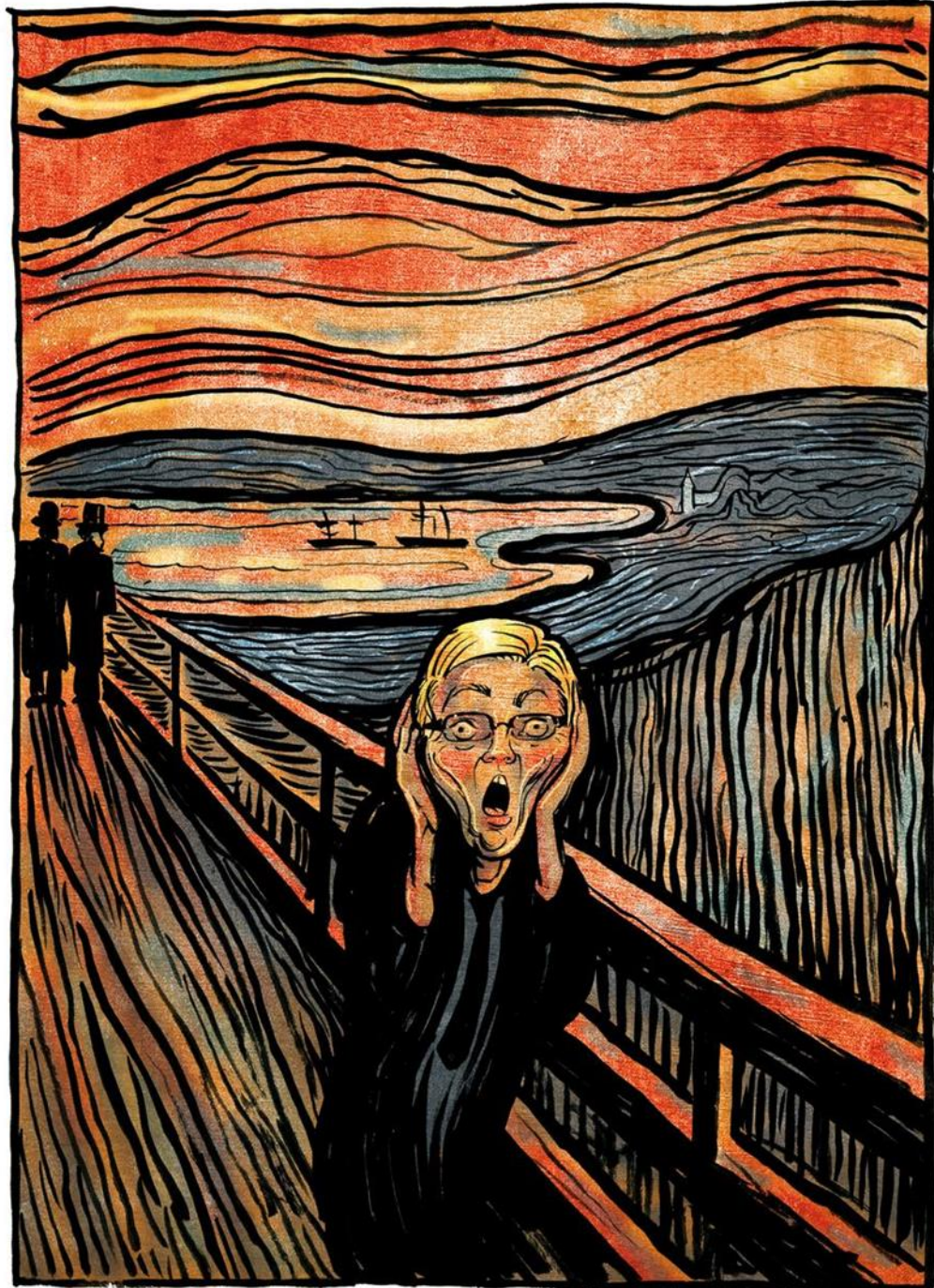
Strategies

- Memories – a window in to the past
- The story behind what is broken or missing from an object.
- A significant person
- Places
- The back story – teddy's missing eye; the ripped page in an album...



Embracing the Remix

- *'Be a magpie, take from everywhere, but assemble the scraps and shiny things you've lifted in ways that not only seem inventive, but really do make new meanings'* Kirby Ferguson.
- *'Every book holds the seed of a thousand stories. Every sentence can trigger an avalanche of ideas. Mix ideas across books: one thought from Aesop and one line from Chomsky, or a fragment from the IKEA catalogue melded with a scrap of dialogue from Kerouac'* Jessica Hagy.



Much obliged Munch

Boerman 5

Multimodal Narratives

- *“Multimedia sonnets from the people”* (Daniel Meadows).
- Focus on language and visual literacy!
- Immerses students in the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditory, gestural, or spatial modes.
- *‘Multimodality captures the multifaceted and holistic nature of human expression and perception, while linguistics alone does not embrace the full richness of semiotics’* (Kress, 2000).

Creating

- **GoAnimate:**
<http://goanimate.com/>
- **Make Beliefs Comix:**
<http://www.makebeliefscomix.com/>
- **Pixton Comics:**
<http://www.pixton.com/uk/home>
- **Toondoo:**
<http://www.toondoo.com/Home.toon>
- **Superhero:**
http://superherosquad.marvel.com/create_your_own_comic
- **Xtranormal:**
<http://www.xtranormal.com/>



Creating

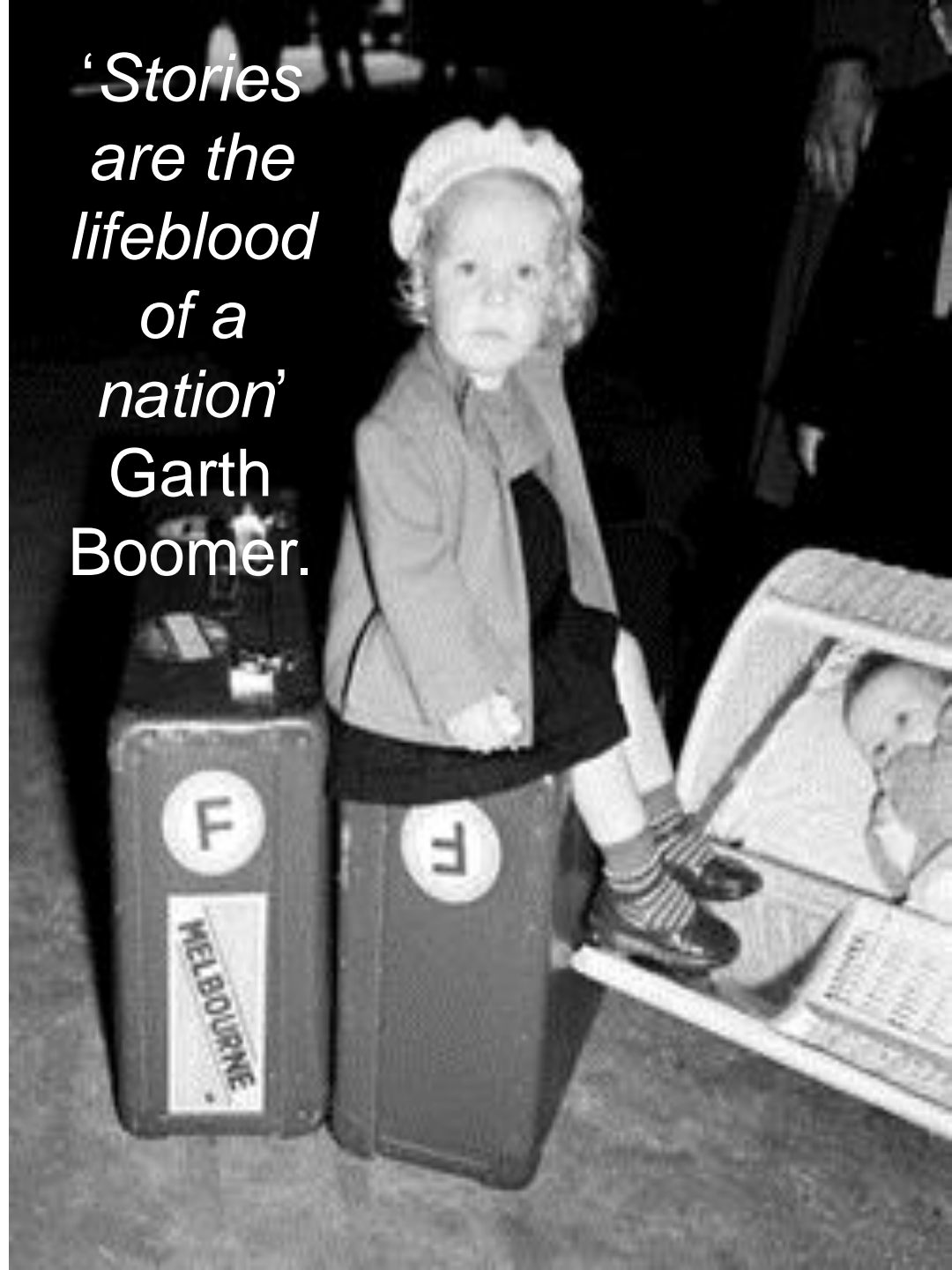
- **Build your wild self:**
<http://www.buildyourwildself.com/> - create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki:** <http://www.voki.com/> - create an avatar for a blog story or students can play with the crafting of a character.
- **The Hero's Journey:**
<http://www.readwritethink.org/files/resources/interactives/herosjourney/> - planning for a hero's journey narrative and the elements of the hero's journey.
- **Create an Online Story:**
<http://storybird.com/create/>



Digital Texts

- A digital timeline:
<http://www.dipity.com/>
- [A narrative](#)
- Creative non-fiction
- E-postcards
- A character's blog or Facebook
- A persuasive podcast
- [Choose your own adventure](#)
- Alternative perspectives
- A soundscape
- A digital poem
- A travel tale: Google Earth

*'Stories
are the
lifeblood
of a
nation'*
Garth
Boomer.



Digital Texts

- <http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml>
- <http://lightningbug.com.au/index.htm>
- <http://www.photobus.co.uk/index.php?id=2>



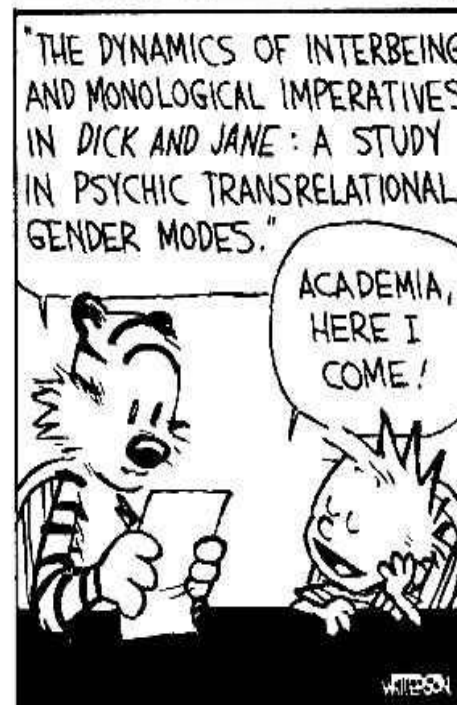
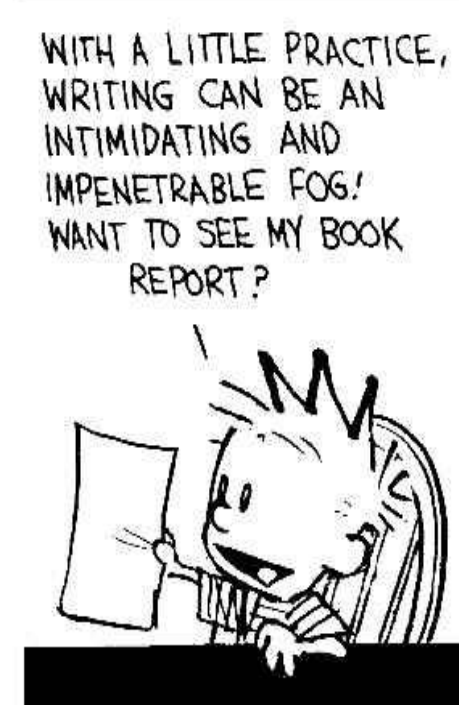
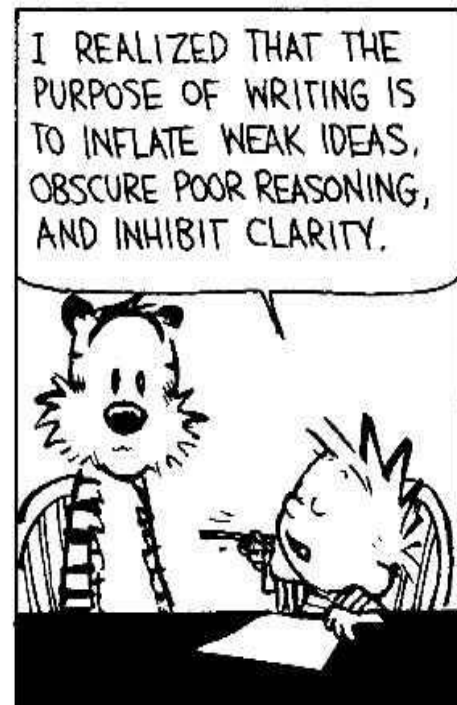
Digital Texts

- **Museum Box:**
<http://museumbox.e2bn.org/>
- **Newspapers:**
<http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm>
- **Magazines:**
<http://bighugelabs.com/magazine.php>



Digital Texts

- **Diary Entries:**
<http://penzu.com/>
- **Pastiche:** Include a range of text forms such as: Twitter, blog heading, newspaper line...
- **Prezis:** <http://prezi.com/>
- **Fakebook:**
<http://classtools.net/fb/home/page>
- **Create online stories:**
<http://storybird.com/>



Digital Texts

- iBooks Author:

<https://itunes.apple.com/us/app/ibooks-author/id490152466?ls=1&mt=12>

- Book Writer -

<https://itunes.apple.com/us/app/ibookcreator/id481160195?mt=8>

- Book Creator (picture books) -

<https://itunes.apple.com/us/app/book-creator-for-ipad/id442378070?mt=8>

Digital Texts

- Capzles- <http://www.capzles.com/>
- Picture Book Maker -
<http://www.artisancam.org.uk/flashapps/picturebookmaker/picturebookmaker.php?PHPSESSID=9225166a1ad1eced34b763379f64cdc9>
- Mapskip (using Google earth) -
<http://www.mapskip.com/about/index.php>

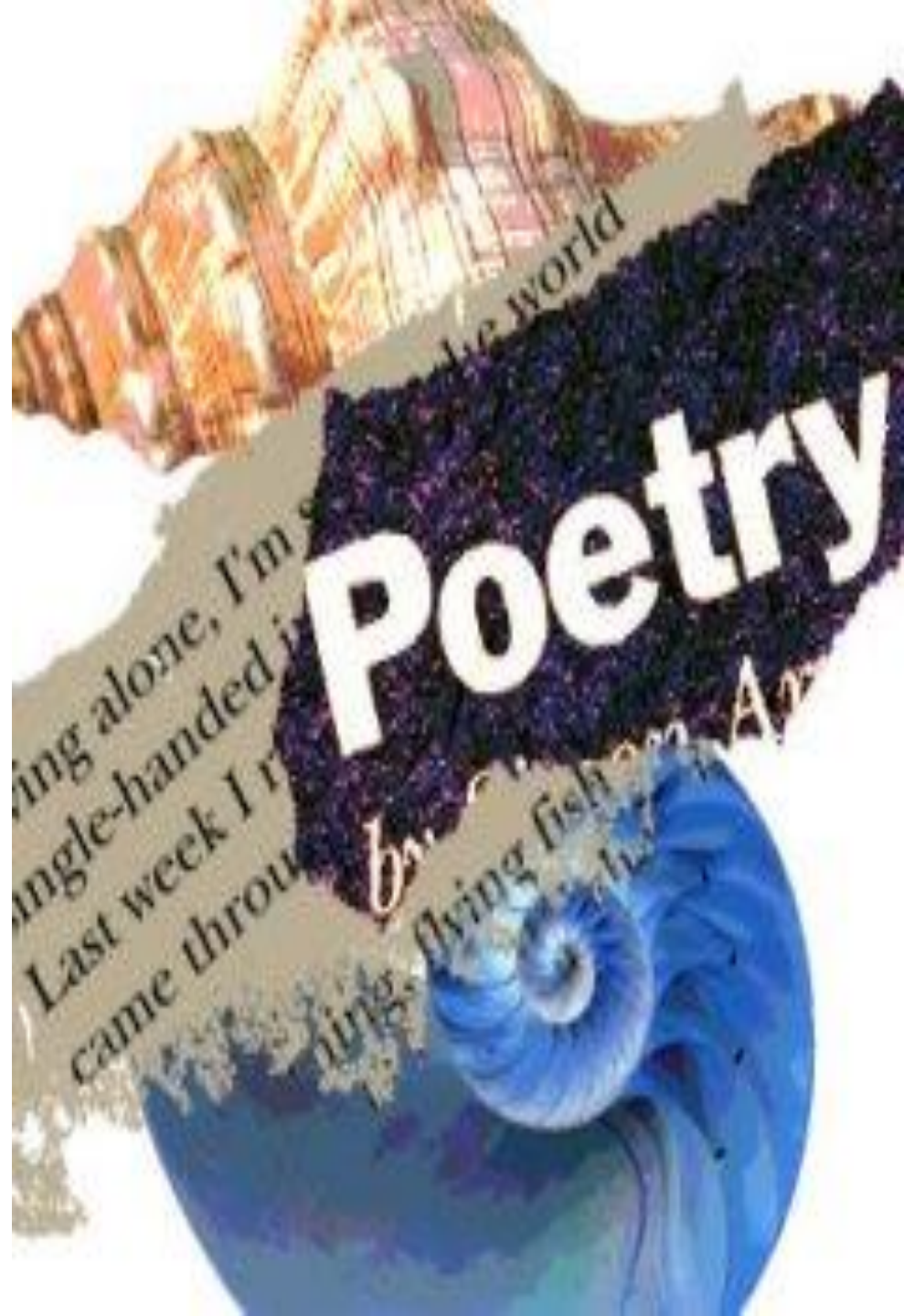
Digital Texts

- **Google Lit Trip:** Create a unique Lit Trip for an original story, play or poem -
<http://www.googlelittrips.org/>
- **Play/Film script:** <http://celtx.com/>
- **Museum Box:**
<http://museumbox.e2bn.org/>
- **Celestia:** students explore the universe in three dimensions - travel throughout the solar system -
<http://www.shatters.net/celestia/>
- **Book Trailers:**
<http://www.brainpickings.org/index.php/2011/04/29/7-brilliant-book-trailers/>



Poetry

- Found poems created in word – *‘paw through popular culture like sculptors on trash heaps’*
- Digital poems with images
- Podcast poets
- **Instant poetry:**
<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>: students can create poetry at this site.
- **Billy Collins’ poetry:** *‘Walking Across the Atlantic’*
<https://www.youtube.com/watch?v=ADCIXAjxe0M>
- **Knowing Poe:**
http://knowingpoe.thinkport.org/default_flash.asp - Edgar Allan Poe’s poetry and short stories.



Poetry

- <http://www.abc.net.au/rn/poetica/features/pod/> or <http://www.poetryarchive.org/poetryarchive/home.do>: Poets reading
- **Sonnet Central:**
<http://www.sonnets.org/> - access to hundreds of sonnets and recordings too inspire writing.
- **Readings of Shakespeare's Sonnets:**
http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.html
- <http://www.poetryfoundation.org/>



QR Texts

- A *QR code* (abbreviated from Quick Response code) is a type of matrix barcode or two-dimensional code - <http://qrcode.kaywa.com/>
- Stories that continue each week around the school.
- Alternative endings



Creative Non-Fiction

- Weaves the writer's experience with the information of the text: memoirs – writer part of the story
- Build on personal recount to include dialogue and events that happened at the time.
- Faction: Taking an historical event and creating a narrative that has footnotes. Could be a digi-text with original photographs and footage from YouTube.
- Autobiography of the not so famous!
- Blogs
- Feature articles
- Documentaries

"Alice Pung is a gem. Her voice is the real thing." —AMY TAN



Alice Pung *Unpolished Gem*

"An ordinary life examined closely reveals itself to be exquisite and complicated and exceptional, somehow managing to be both heroic and plain." -- Susan Orlean in *The Bullfighter Checks Her Makeup*





Informational/Explanatory Writing



Informational/Explanatory Writing

‘This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.’

‘with access to the vast amount of information acquisition is now no longer the challenge, but rather it is the synthesis of that information that is the challenge’
(Hawkes, 2001).

“making the simple complicated is commonplace;
making the complicated simple, awesomely simple,
that’s creativity.”

- Charles Mingus



Media Texts

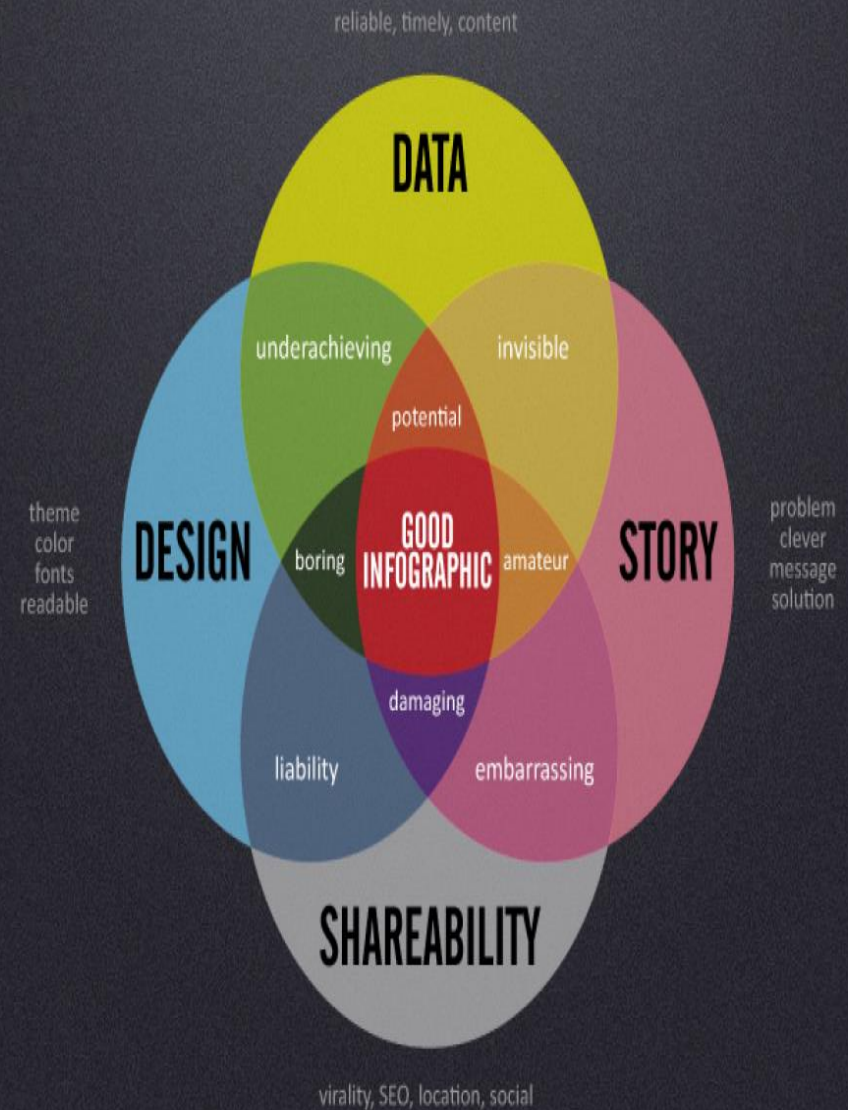
- New York Times website
<http://nytimes.com>
- <http://learning.blogs.nytimes.com/2010/08/23/teaching-with-infographics-places-to-start/>
- <http://good.is/> : a site that makes regular use of infographics—runs contests for student



Infographics

- Visual.ly -
<http://visual.ly/>
- Easel.ly -
<http://www.easel.ly/>
- Picktochart -
<http://piktochart.com/gallery/themes/>
- Infogr.am -
<http://infogr.am/>

What Makes a Good Infographic?



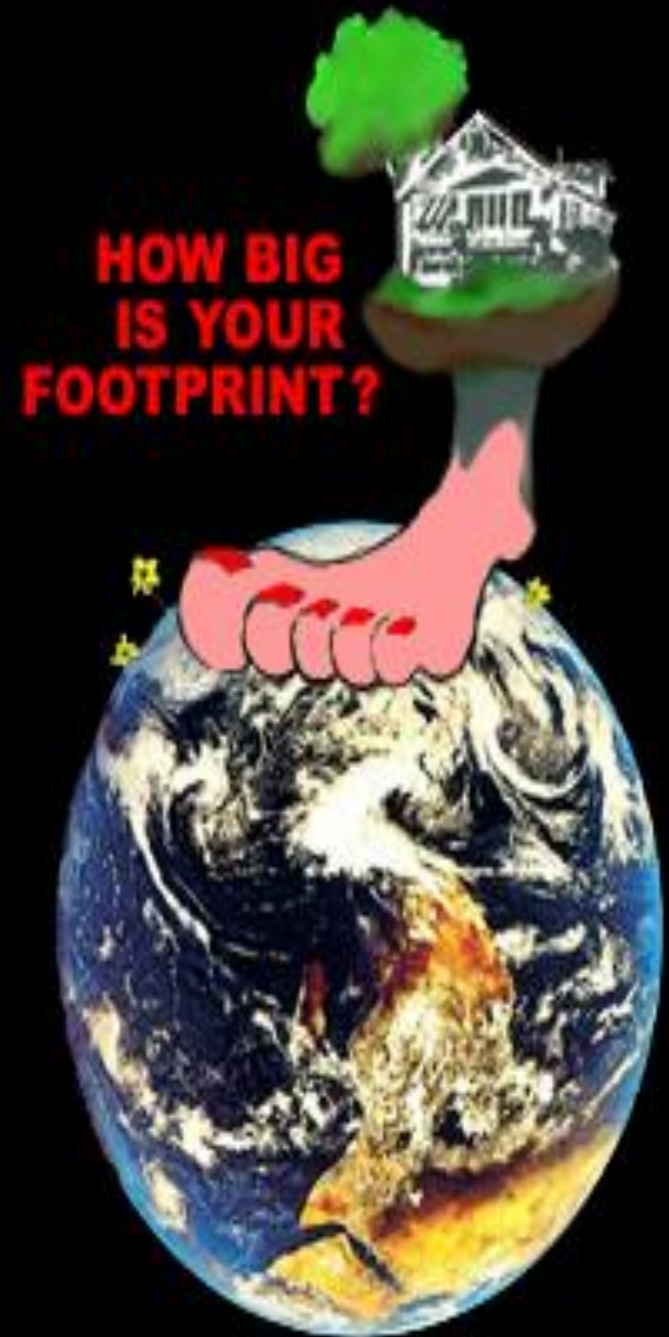
Inquiry-based Research Tasks

- **Research Question:** Open-ended and contentious so that it invites debate and argument
- **Webquests:** Create original quests
- **Wikis:** Class encyclopedia
- **Faction:** Narrative hyperlinking to facts



Information Report

- **Concept:** Sustainability
- **Question:** Why do so many individuals believe that they do not need to reduce their global footprint?
- **The tools:**
 - Online survey:
<http://www.zoomerang.com/>
 - Vox pops
 - Blog
 - Internet
- **The Product:** Wiki, Ning, Moodle, short film, digital report...



Arguments

because you can't see it, doesn't mean it isn't there



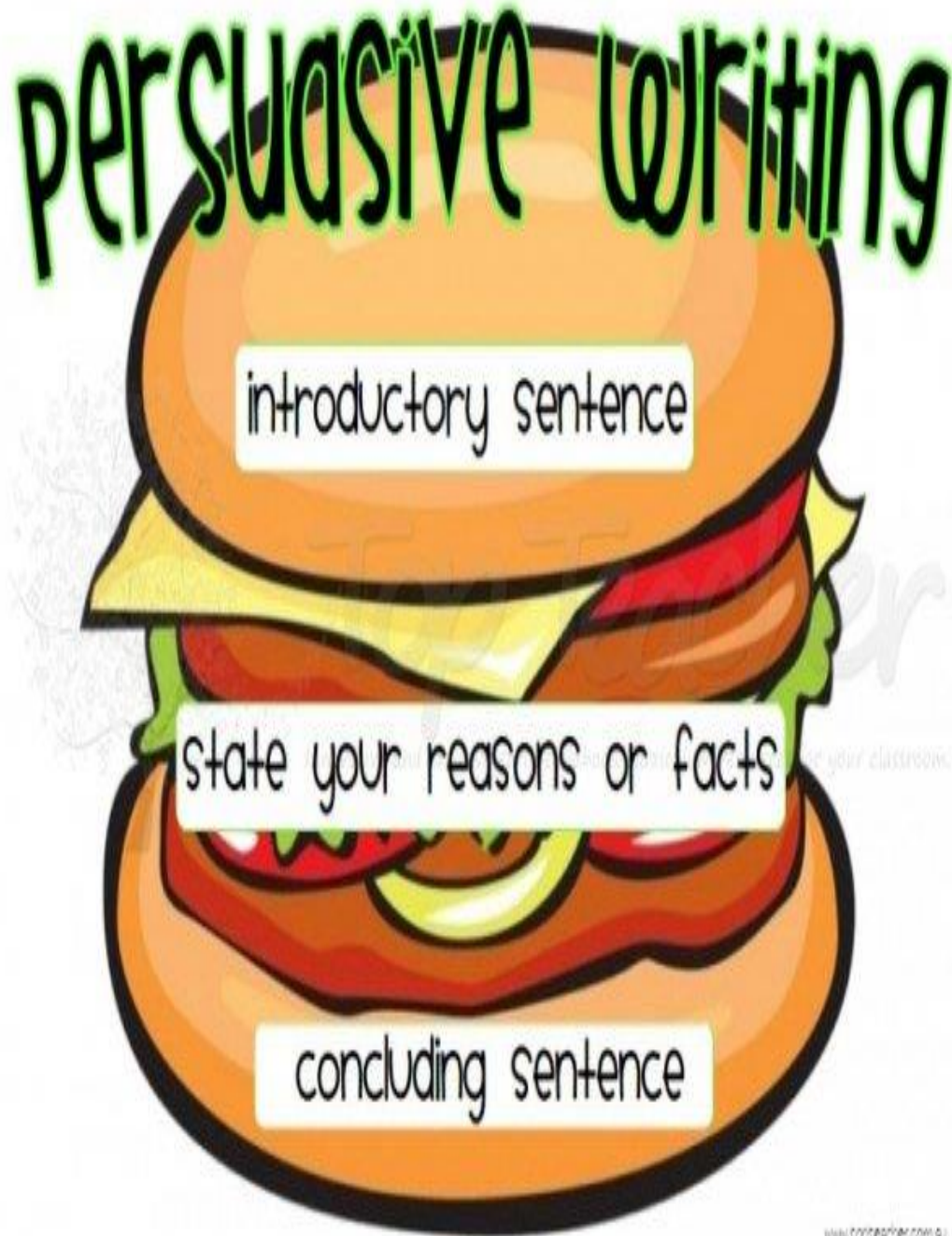
Arguments

‘The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.’



Argument

- Verbs as the muscles of persuasion!
- Imperative voice, modality and declarative sentences
- Nominalisation
- Emotive wordle
- Polarised debates:
 - Cars vs. walking
 - Book vs. Kindle
 - Clothes dryer vs. clothesline




Arguments

- Persuasion 101:
<http://prezi.com/62290/>: An introduction to persuasion
- Persuasion map:
<http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf>
- Online persuasion map:
http://www.readwritethink.org/files/resources/interactives/persuasion_map/
- Essay Map:
<http://www.readwritethink.org/materials/essaymap/>

Name _____ Date _____

Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.



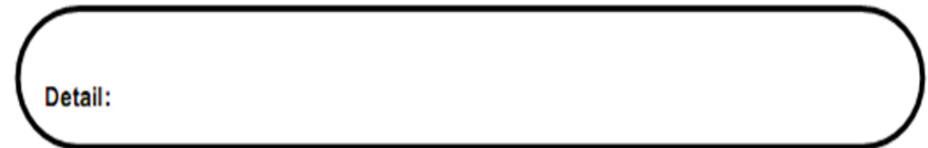
Topic:



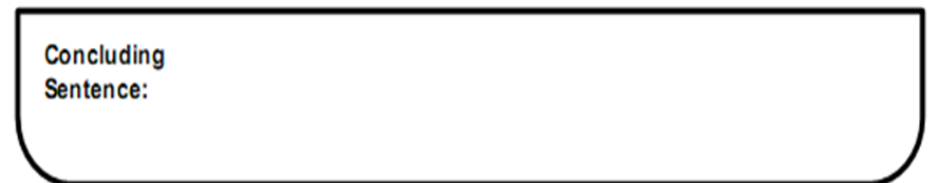
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Detail:



Detail:



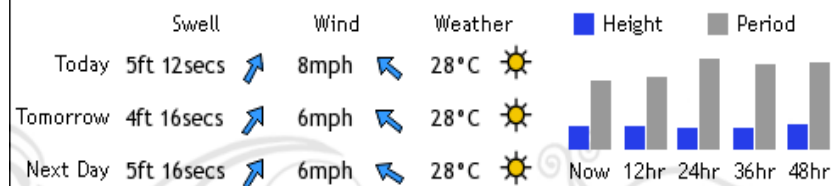
Concluding Sentence:

Arguments

- 60 second presentations on a burning issue or 20-word blog post
- **Websites such as:**
 - Surfaid:
<http://schools.surfaidinternational.org/>
 - Rhetoric:
<http://www.putlearningfirst.com/language/20rhet/20rhet.html>
 - Amnesty International:
<http://www.amnesty.org.au/refugees/>
 - Protest poetry and songs:
http://www.ppu.org.uk/learn/poetry/poetry_against.html



Uluwatu Surf Forecast - 2pm 29th Apr CIT



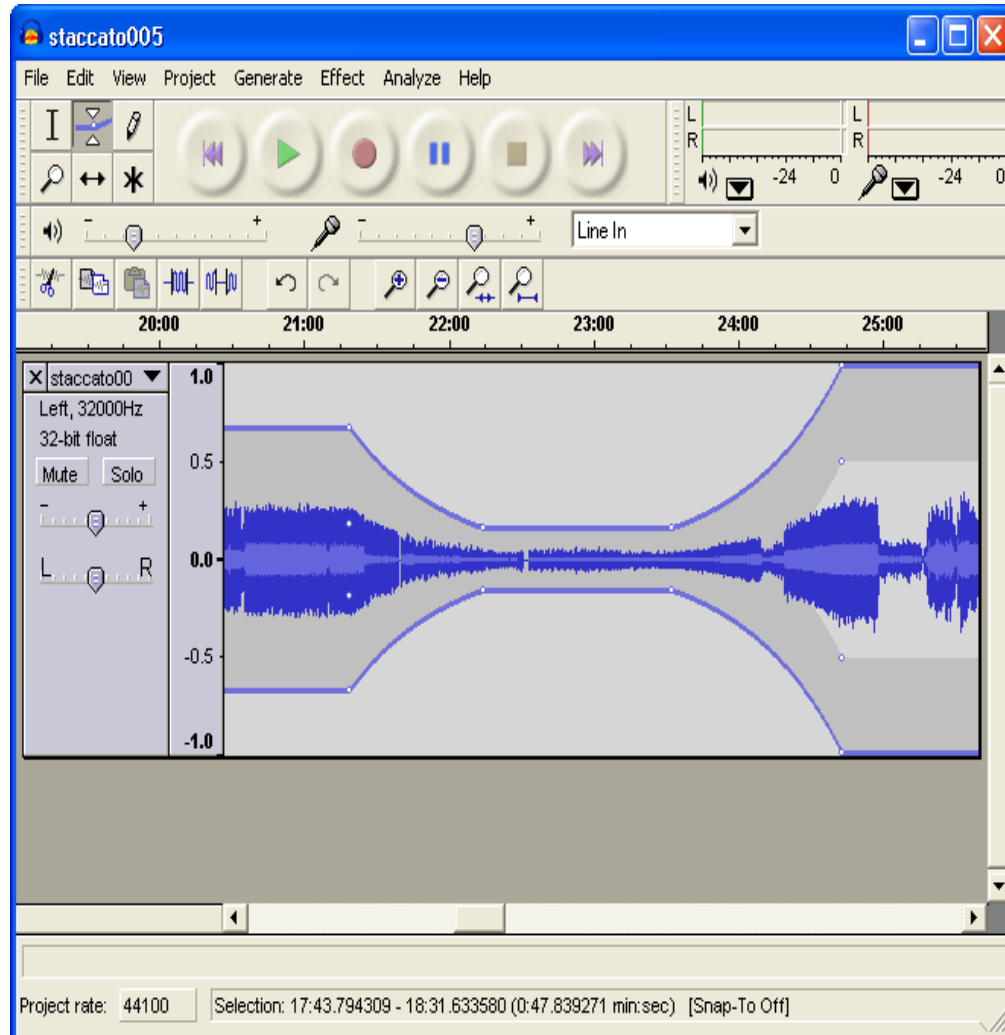
FULL 8 DAY FORECAST

LOCAL SWELL CHARTS

MAGICSEAWEED.COM

Speeches

- Podcasts: <http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>
- Oral tales
- Interviews
- Speeches
- Advertisements
- Performance poetry
- Raps
- News/Weather presentations





Speeches

- The YouTube clip- '40 inspirational speeches in 2 minutes' - <http://www.youtube.com/watch?v=d6wRkzCW5ql>
- *Lord of The Rings* – Aragon's 'It is Not This Day speech' - http://www.youtube.com/watch?v=zdMN_1b2nEA
- *Pirates of the Caribbean* - Pirate King Elizabeth's 'Hoist the Colours' speech - <http://www.youtube.com/watch?v=flNeo6sWqGI>
- Elizabeth 1 - Delivered by Elizabeth to the land forces assembled at Tilbury - <http://www.youtube.com/watch?v=35djJpYpP7k>
- Henry V St Crispin's Speech 1599 – Shakespeare - <http://www.youtube.com/watch?v=dDZVxbrW7Ow>
- Apple CEO Steve Jobs to graduating students at Stanford University, June 12, 2005 - <https://www.youtube.com/watch?v=UF8uR6Z6KLc>
- Severn Suzuki at the Earth Summit, <https://www.youtube.com/watch?v=oJJGuIZVfLM>

Narrative Rhetoric

- Narrative rhetoric synthesizes dialectically the aesthetic literary form and the persuasive argument.
- TED talk by Novelist Chimamanda Adichie - http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html



**Refinement, collaboration and
reflection**



- *'If our aim is to improve student performance, not just measure it, we must ensure that students know the performances expected of them, the standards against which they will be judged, and have opportunities to learn from the assessment in future assessments'* (Wiggins, 2002).
- *'If performance flaws are not detected and corrected, these can become ingrained and will be much harder to eradicate later'* ((Dinham, 2008).

THE SKY IS THE LIMIT



*When you have a dream, don't let anything dim it.
Keep hoping, keep trying ... the sky is the limit!*
Anonymous



- Google docs
- Class blog or wiki
- Global connections:
<http://www.epals.com/projects/info.aspx?DivID=index>
E.g. digital storytelling and global warming
- Hyperlinked texts



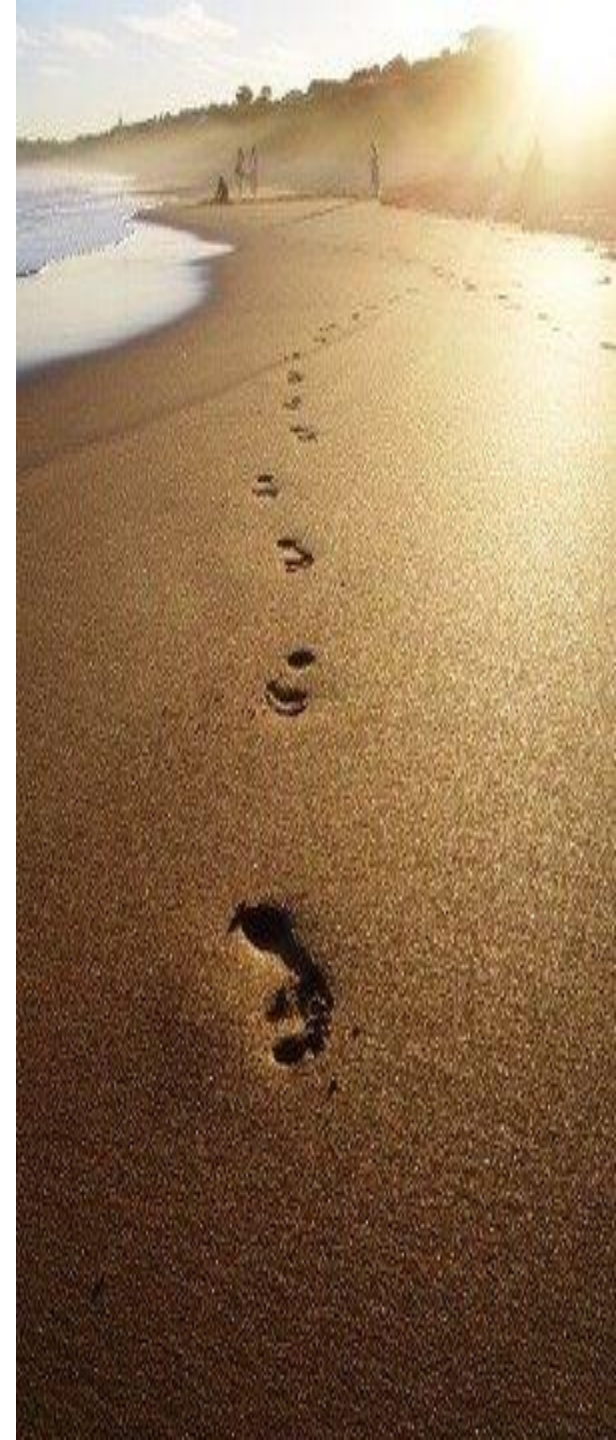
Peer Assessment

- *“When students are more active participants in the whole process, then feedback is likely to be most useful to students’ learning” (Hattie & Timperley, 2007).*
- *“When students get to see other students’ work it deepens understanding of the learning goals” (Nicol, 2008)*



Peer *feed-forward*

- Ongoing during the writing process
- Encourage peer discussion about what constitutes effective writing
- Pairing and sharing
- Students designing the marking criteria



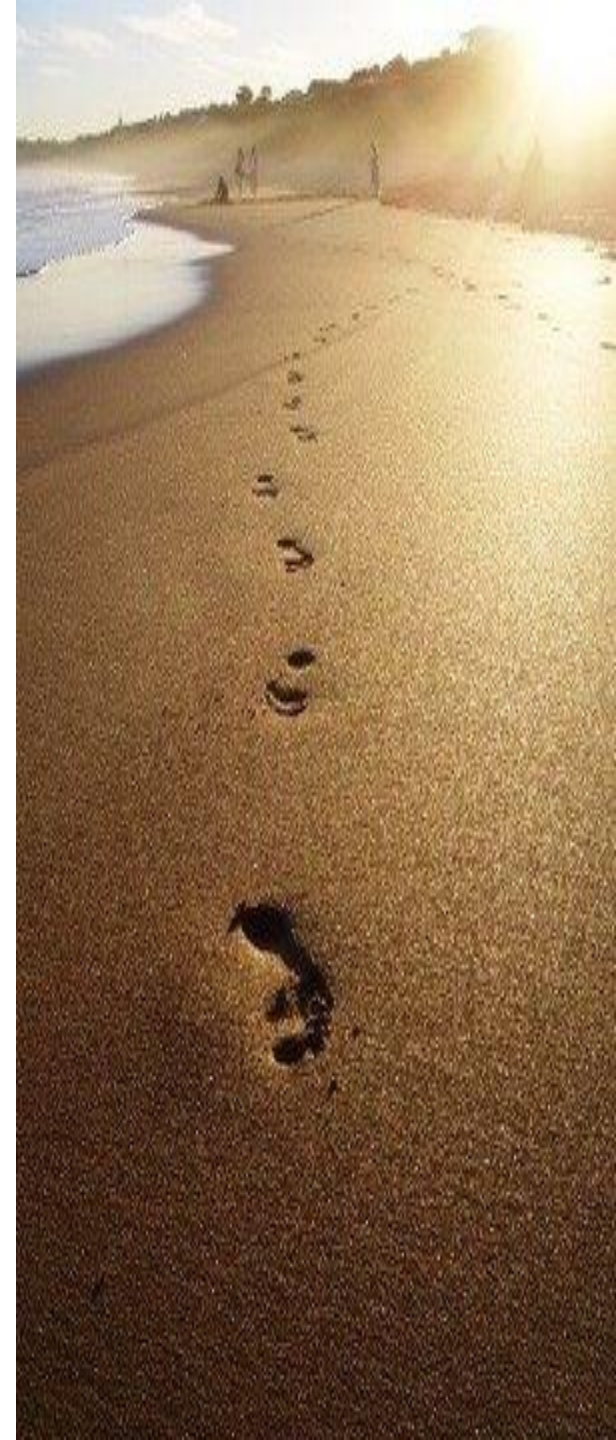
Effective *Feed-forward*

- Precise
- Strategic
- Timely
- Frequent (Holmes & Papageourgiou, 2009)
- Encourages students to make the difference and do resubmits
- ‘Insert word’
- iAnnotate



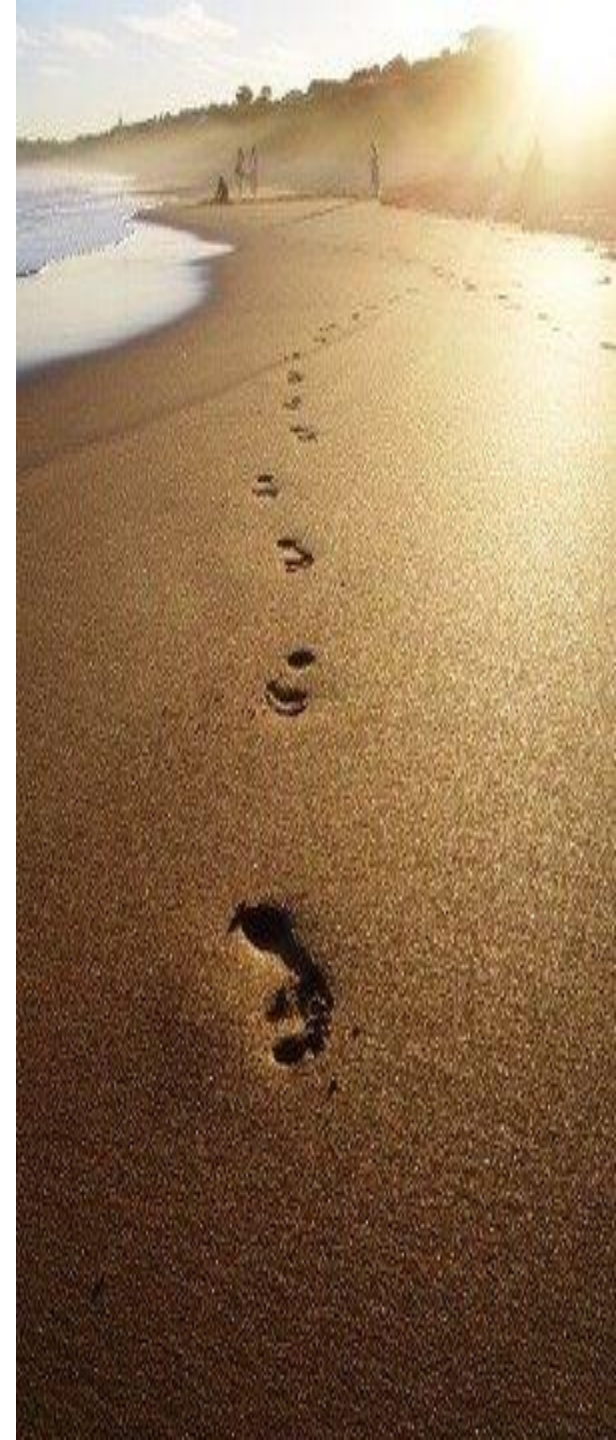
Feed-forward

- Insert word
- iAnnotate
- Screencast-O-Matic -
<http://www.screencast-o-matic.com>
- Camtasia
- Padlet -
<http://padlet.com/wall/hxhd-s7p7b7>



Feed-forward

- Skitch:
<https://itunes.apple.com/us/app/skitch-for-ipad/id490505997?mt=8>
- Diigo: <https://www.diigo.com/>
- Show me:
<https://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8>
- Screen Draw:
<https://addons.mozilla.org/en-US/firefox/addon/screen-draw/>



Evaluation

- Critically evaluating the writing process and the product
- Blog posts
- Vodcasts or podcasts: Vimeo - <http://vimeo.com/>



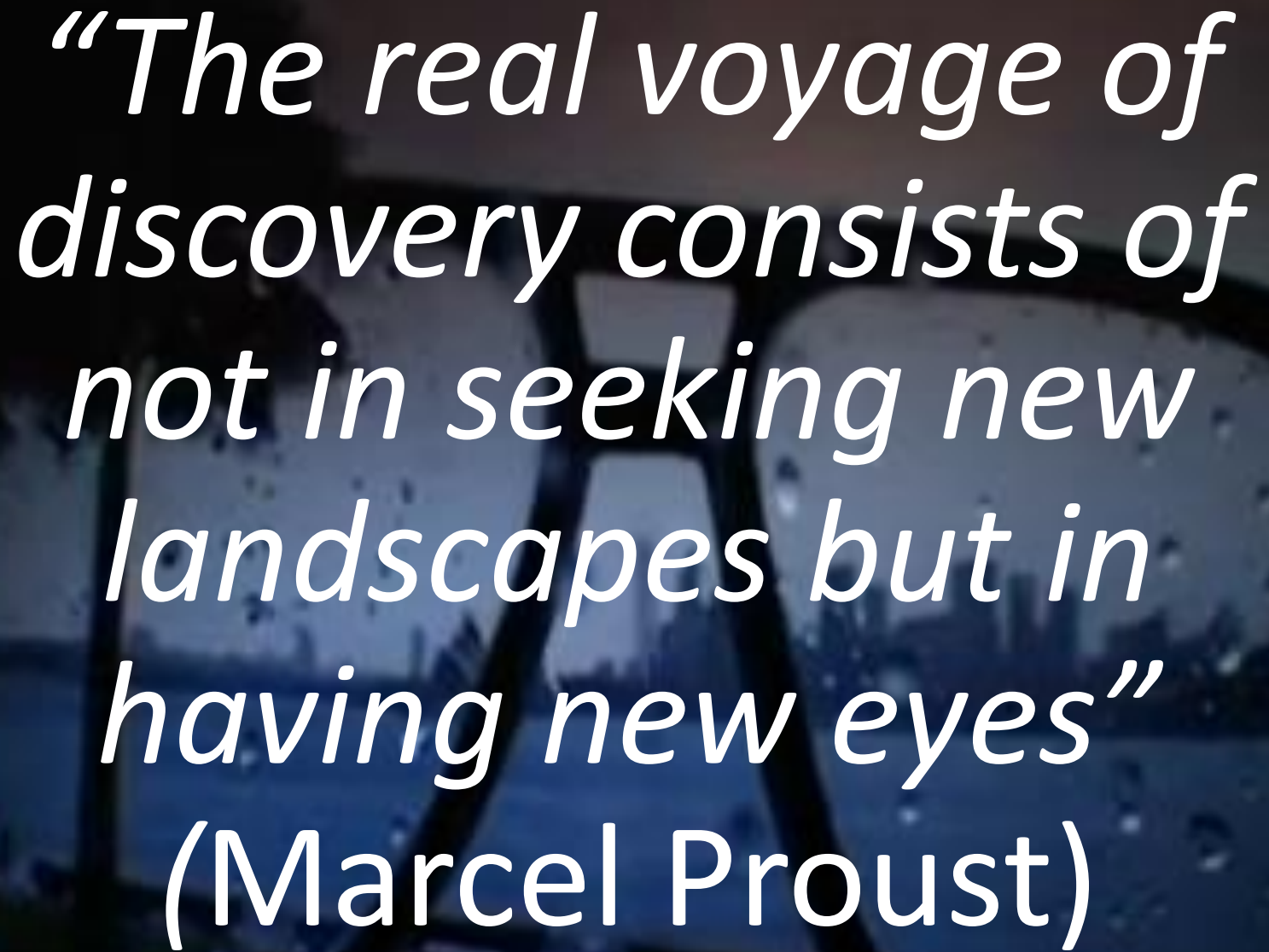
The short story 'War' attempts to provoke the reader into exploring the devastating widespread, and often unseen, consequences of war and violence. Emotionally, I hope the reader can briefly walk in the uncomfortable boots of a young soldier, who must confront moral dilemmas and suffer psychological trauma. The speaker is perpetually out of his depth, as he is situated in an environment that is unknown, uncertain, and has no previous experience to draw from. We can imagine the confusion and overwhelming sensory overload when we are out of our normal routines and culture, and must navigate new sounds, sights, smells, and tastes foreign to our own. The use of emotive language, imagery, and figurative language techniques are used to tap into similar feelings and emotions during the protagonist's constant struggle with his surroundings and state of mind.

The story, War, opens with the soldier and his unit battling to overcome the harsh environment that pose a risk to their physical health. Nature's extremes are personified. 'ferocious wave of sand and smoke' and a 'voracious beast of destruction' are two early examples of the extended metaphor, attributing animal characteristics to natural events. The relationship between two contrasting environments also acts as a motif of the ocean, recurring throughout the course of the story. Sibilance used is intended to make the reader feel discomfort, mirroring the state of the speaker. As with water, the "wave" sucks the lungs empty and then floods them with their matter – a sense of drowning, that hopefully the reader can relate to at



Technology's potential

Share three ways that
you use technology in
the classroom to
improve writing.

A pair of glasses with a dark frame is centered in the image. The lenses show a blurred, blue-toned landscape with trees and a body of water. The text is overlaid on the image in a white, italicized serif font.

*“The real voyage of
discovery consists of
not in seeking new
landscapes but in
having new eyes”
(Marcel Proust)*



Global Writing Project

weWrite

Global competitions marked by teachers and students!



Join schools from across the world in a Global Writing Project that will enable teachers and students to share ideas, strategies and exemplars online!

Contact Karen Yager – yagerk@knox.nsw.edu.au



<http://unswict.wikispaces.com/>